

North Carolina Read to Achieve Guidebook



Read to Achieve
North Carolina Department of Public Instruction

STATE BOARD OF EDUCATION

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North Carolina Read to Achieve Guidebook Introduction

This guidebook serves as a structural framework for the North Carolina Read to Achieve program.

The various charts, narratives, and descriptions are the Department of Public Instruction's work with the implementation of this initiative.

Read to Achieve is a part of the Excellent Public Schools Act which became law in July of 2012 and was implemented in all schools at the beginning of the 2013-2014 school year.

If you have questions, please email: amy.rhyne@dpi.nc.gov

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NCDPI Office of Early Learning Director

Definitions of Terms Used in Excellent Public Schools Act Legislation
§ 115C-83.3

“Accelerated reading class” means a class where focused instructional supports and services are provided to increase a student’s reading level at least two grades in one school year.

“Alternative assessment” means a valid and reliable standardized assessment of reading comprehension, approved by the State Board of Education, that is not the same test as the State approved standardized test of reading comprehension administered to third grade students. The State Board of Education shall (i) provide several valid and reliable alternative assessments to local school administrative units upon request, (ii) approve valid and reliable alternative assessments submitted by local school administrative units, and (iii) establish achievement level ranges for each approved alternative assessment. The State Board of Education shall annually review all alternative assessments to ensure ongoing relevance, validity, and reliability.

“Instructional supports and services” mean intentional strategies used with a majority of students to facilitate reading development and remediate emerging difficulty with reading development. Instructional supports and services include, but are not limited to, small group instruction, reduced teacher-student ratios, frequent progress monitoring, and extended learning time.

“Difficulty with reading development” means not demonstrating appropriate developmental abilities in any of the major reading areas, including, but not limited to, oral language, phonological or phonemic awareness, vocabulary, fluency, or comprehension, according to observation-based, diagnostic, or formative assessments.

“Reading interventions” mean evidence-based strategies frequently used to remediate reading deficiencies and include, but are not limited to, individual instruction, tutoring, or mentoring that target specific reading skills and abilities.

“Reading proficiency” means reading at or above the third grade level by the end of a student’s third grade year, demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students.

“Reading deficiency” means not reading at the third grade level by the end of the student’s third grade year, demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students.

“Reading retained” means retained in the third grade at the beginning of the following school year for reasons of reading deficiency. The “reading retained” promotion code in PowerSchool shall only be used in a student’s record in conjunction with a grade placement of third grade.

“Student reading portfolio” means a compilation of independently produced student work selected by the student’s teacher, beginning during the first half of the school year, and signed by the teacher and principal, as an accurate picture of the student’s reading ability. The student reading portfolio shall include an organized collection of evidence of the student’s mastery of the State’s reading standards that are assessed by the State approved standardized test of reading comprehension administered to third grade students. A single piece of evidence may show mastery of up to two standards. For each benchmark, there shall be three examples of student work demonstrating mastery by a grade of seventy percent (70%) or above.

“Reading camp” means an additional educational program outside of the instructional calendar provided by the local school administrative unit to any student who demonstrates one or more deficits in critical reading skills as identified through assessments administered. Parents or guardians of the student not demonstrating critical reading skills, shall make the final decision regarding the student’s reading camp attendance. Reading camps shall (i) offer at least 72 hours of reading instruction to yield positive reading outcomes for participants; (ii) be taught by compensated, licensed teachers selected based on demonstrated student outcomes in reading proficiency or in improvement of difficulties with reading development; and (iii) allow volunteer mentors to read with students at times other than during the 72 hours of reading instruction.

“Transitional third and fourth class combination” means a classroom specifically designed to produce learning gains sufficient to meet fourth grade performance standards while continuing to remediate areas of reading deficiency.

“Uninterrupted Reading Block” means that all students need at least 90 minutes of uninterrupted reading instruction each day to become strong readers, and that this instruction must be systematic, explicit, scaffolded, and differentiated across a classroom.

“Evidence-based” Intervention (from section 8101(21)(A) of the ESEA as amended by ESSA) “...the term ‘evidence-based,’ when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that – (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on – (I) strong evidence from at least one well-designed and well-implemented experimental study; (II) moderate evidence from at least one well-designed and well-implemented quasi experimental study; or (III) promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or (ii) demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (II) includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

Good Cause Exemptions

Students may be exempt from mandatory retention in third grade for good cause but shall continue to be eligible to participate in reading camps, receive instructional support and services and reading interventions appropriate for their age and reading level.

Good cause exemptions shall be limited to the following:

- 1) **Limited English Proficient students** with less than two school years of instruction in an English as a Second Language program.
- 2) **Students with disabilities**, as defined in G.S. 115C-106.3(1), and whose individualized education program indicates (i) the use of the NCEXTEND1 alternate assessment, (ii) at least a two school year delay in educational performance, or (iii) receipt of intensive reading interventions for at least two school years.
- 3) **Students** who demonstrate reading **proficiency** appropriate for third grade students on an **alternative assessment** approved by the State Board of Education.
- 4) **Students** who demonstrate, through a **student reading portfolio**, reading **proficiency** appropriate for third grade students. Student reading portfolio and review processes used by local school administrative units shall be approved by the State Board of Education.
- 5) **Students** who have (i) received reading intervention and (ii) previously been retained more than once in kindergarten, first, second, or third grades.

**Component One: Comprehensive Plan for Reading Achievement
§ 115C-83.4.**

Legislative Component	<p>Comprehensive Plan for Reading Achievement:</p> <ul style="list-style-type: none"> ● Develop, implement, and continuously evaluate a comprehensive plan to improve reading achievement ● Based on reading instructional practices with strong evidence of effectiveness in current empirical research in reading development ● Reflect research ● Include Standard Course of Study or curriculum standards ● Include revision of teacher licensure and renewal standards ● Include revision of educator preparation program standards 			
Responsibilities of Stakeholders	<p>State:</p> <ul style="list-style-type: none"> ● Seek feedback and update Comprehensive Plan for Reading Achievement and share with stakeholders ● Distribute and communicate plan to LEAs ● Offer professional development opportunities on reading instructional practices ● Share research-based literacy strategies ● Suggest recommendations and policy implications for revisions to teacher licensure and educator preparation programs 	<p>LEA:</p> <ul style="list-style-type: none"> ● Communicate the plan to each school in LEA ● Offer LEA-level support and follow-up to professional development on reading strategies ● Embed professional development on evidence-based reading instructional practices during district professional development sessions ● Support teachers by scheduling Professional Learning Community (PLC) time to plan and share instructional ideas 	<p>School:</p> <ul style="list-style-type: none"> ● Share the Comprehensive Reading Plan with teachers and other school level stakeholders ● Schedule time for teachers to participate in professional development on reading instructional practices ● Schedule time for teachers to participate in Professional Learning Communities 	<p>Teachers:</p> <ul style="list-style-type: none"> ● Read the Comprehensive Plan for Reading Achievement ● Utilize data and collaborative work with PLCs to determine which reading instructional strategies are needed ● Provide appropriate reading instruction for students

Component Two: Early Learning Inventory
§ 115C-83.5

Legislative Component	<ul style="list-style-type: none"> ● A formative assessment process will occur at kindergarten entry for all students and address five domains of school readiness: language and literacy, cognition and general knowledge, approaches toward learning, physical well-being and motor development, social/emotional development. ● This process will include screening of all students entering kindergarten in early language, literacy, and math skills within 30 days of enrollment (this will be a subsection of the NC Early Learning Inventory). ● A Checkpoint must be completed for all 14 developmental progressions on, near, but not beyond the 60th school day. ● The assessment shall occur at the classroom level in all PSUs, be aligned to NC's early learning and development standards and the kindergarten standard course of study and be appropriate for all students. 			
Responsibilities of Stakeholders	State: <ul style="list-style-type: none"> ● Provide technology platform for NC Early Learning Inventory ● Provide professional development to districts to support implementation ● Provide coaching and technical assistance to districts to support sustainability ● Provide regional consultants for ongoing support ● Adjust ongoing support based on implementation data 	LEA: <ul style="list-style-type: none"> ● Establish a District Implementation Team to manage implementation of the NC Early Learning Inventory ● Develop a continuous improvement process that includes the use of data to inform on-going professional development to ensure fidelity and sustainability 	School: <ul style="list-style-type: none"> ● Identify a person(s) to lead the NC Early Learning Inventory implementation in the school ● Provide time for teachers and staff to participate in professional development on the assessment ● Use assessment data to inform continuous improvement planning and to provide ongoing support for sustainability 	Teachers: <ul style="list-style-type: none"> ● Implement the NC Early Learning Inventory with fidelity ● Use assessment data to guide instruction ● Engage and communicate with families to share assessment data and involve them in the assessment process ● Engage in a process of continuous improvement to transform instruction based on assessment data

Component Three: Facilitating Early Grade Reading Proficiency
§ 115C-83.6.

Legislative Component	Facilitating Early Grade Reading Proficiency: <ul style="list-style-type: none"> ● K-3 students shall be assessed with valid and reliable, formative and diagnostic reading assessments ● Assessments and instructional supports shall address the National Reading Panel’s research on oral language, phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension ● LEAs are encouraged to partner with volunteers, mentors, tutors ● Parents of first and second graders who demonstrate reading comprehension below grade level as identified through administered assessments are encouraged to enroll student in reading camp 			
Responsibilities of Stakeholders	State: <ul style="list-style-type: none"> ● Provide funding for devices, subscriptions, and assessment materials ● Provide funding for training ● Provide regional consultants to provide support and professional development to district contacts, administrator, and teachers in using data to determine instructional strategies to meet student needs ● Provide training and materials for districts ● Provide guidance for first and second grade reading camps 	LEA: <ul style="list-style-type: none"> ● Maintain trainers in the use the assessment system ● Use allocation funding to purchase devices ● Supports implementation of the system through monitoring of reports and consultation with regional consultants ● Analyze data to develop schedules, identify training needs, and guide instruction ● Provide reading camps for first and second grade students who demonstrate reading comprehension below grade level as identified through administered assessments ● Develop relationships with community organizations, businesses, and volunteer groups to provide mentors and tutors 	School: <ul style="list-style-type: none"> ● Provide opportunity for teachers to be trained in the use of the assessment system. ● Use the assessment reports to inform school decisions ● Establish procedures for following the SBE policies and requirements for administering assessments 	Teachers: <ul style="list-style-type: none"> ● Implement the full system with fidelity following benchmarking and progress monitoring expectations as per LEA expectations ● Analyze data to develop schedules, identify professional development needs, and guide instruction

K-3 Assessment Vendors and Benchmarking Windows

Benchmark windows must be consistent for all vendors in order to meet the requirements of EVAAS data collection.

Benchmark	Assessment Date
BOY	First 20 instructional days in September
MOY	First 20 instructional days in January
EOY	First 20 instructional days in May

Below is the contact information for each of the SBE approved vendors

The 2020-2021 State Board of Education K-3 Literacy approved formative/diagnostic assessments are:

Vendor Contact	Assessment	Link to Information (Provided by Vendor)	Link to Website
NWEA Julia Watkins julia.watkins@nwea.org	MAP Growth plus MAP Reading Fluency (Measures of Academic Progress)	NWEA - MAP	www.nwea.org
Renaissance Learning Laurie Borkon Laurie.Borkon@renaissance.com	STAR Early Literacy and STAR Reading must be used in conjunction, and under the vendor's prescribed process, in order to meet the requirements of RTA.	Renaissance - STAR	www.renaissance.com
Istation Cristina Brown cmbrown@istation.com	ISIP-ER (Istation's Indicators of Progress for Early Reading)	Istation - ISIP-ER	www.istation.com
Curriculum Associates Kelly Petty KPetty@cainc.com	iReady	Curriculum Associates - iReady	https://www.curriculumassociates.com/products/i-ready/i-ready-assessment
Amplify Sean McFall smcfall@amplify.com	mCLASS TRC and DIBELS must be used in order to meet the requirements of RTA	Amplify Education - mClass Acadience Reading with TRC	https://amplify.com/north-carolina/

NOTE: 7/14/20 DHHS Guidance requires at all times in a classroom: both (i) six feet of distance between a student and a teacher and (ii) face coverings worn by students. In addition to remote learning use, districts should keep these requirements in mind when selecting the most practical tools for this school year.

Reading Camp Guidelines

The following guidelines should be used regarding first and second grade students who will be invited to attend Reading Camp. The proficiency score below has been established by each SBE approved vendor. Students in first and second grade scoring below the established EOY proficiency level should be invited to Reading Camp.

Vendor	First Grade BOY	First Grade MOY	First Grade EOY
Amplify mCLASS DIBELS and TRC	Acadience Reading Composite Score: 113 TRC Reading Level: C	Acadience Reading Composite Score: 130 TRC Reading Level: F	Acadience Reading Composite Score: 155 TRC Reading Level: I
Curriculum Associates iReady	Proficiency scores/levels BOY: 406	Proficiency scores/levels MOY: 430	Proficiency scores/levels EOY: 455
Istation	ISIP ER Proficiency Score: 210 Lexile: BR64L	ISIP ER Proficiency Score: 220 Lexile: 100L	ISIP ER Proficiency Score: 226 Lexile: 200L
NWEA MAP Growth and Reading Fluency	MAP Growth RIT score: 149 MAP Reading Fluency Foundational Skills: Approaching Expectation or above in all Foundational Skills reporting categories Lexile: BR400L-BR315L	MAP Growth RIT score: 159 MAP Reading Fluency Foundational Skills: Approaching Expectation or above in all Foundational Skills reporting categories MAP Reading Fluency Oral Reading Fluency: 16 SWCPM Lexile: BR260L-BR110L	MAP Growth RIT score: 164 MAP Reading Fluency Foundational Skills: Approaching Expectation or above in all Foundational Skills reporting categories MAP Reading Fluency Oral Reading Fluency: 34 SWCPM Lexile: BR160L-BR10L
Renaissance Learning STAR Early Reading and STAR Reading	45 th Percentile Rank Lexile: BR400L	45 th Percentile Rank Lexile: BR400L	45 th Percentile Rank Lexile: BR265L

Vendor	Second Grade BOY	Second Grade MOY	Second Grade EOY
Amplify mCLASS DIBELS and TRC	Acadience Reading Composite Score: 141 TRC Reading Level: I	Acadience Reading Composite Score: 190 TRC Reading Level: J	Acadience Reading Composite Score: 238 TRC Reading Level: L
Curriculum Associates iReady	Proficiency scores/levels BOY: 473	Proficiency scores/levels MOY: 492	Proficiency scores/levels EOY: 512
Istation	ISIP ER Proficiency Score: 228 Lexile: 230L	ISIP ER Proficiency Score: 237 Lexile: 380L	ISIP ER Proficiency Score: 241 Lexile: 445L

NWEA MAP Growth and Reading Fluency	MAP Growth RIT score: 164 MAP Reading Fluency Oral Reading Fluency: 36 SWCPM Lexile: BR160L-BR10L	MAP Growth RIT score: 173 MAP Reading Fluency Oral Reading Fluency: 59 SWCPM Lexile: 20L-170L	MAP Growth RIT score: 177 MAP Reading Fluency Oral Reading Fluency: 72 SWCPM Lexile: 100L-250L
Renaissance Learning STAR Early Reading and STAR Reading	45 th Percentile Rank Lexile: BR55L	45 th Percentile Rank Lexile: 80L	45 th Percentile Rank Lexile: 210L

Vendor	Third Grade BOY	Third Grade MOY	Third Grade EOY (Must meet 725 Lexile or Above)
Amplify mCLASS DIBELS and TRC	Acadience Reading Composite Score: 220 TRC Reading Level: L	Acadience Reading Composite Score: 285 TRC Reading Level: N	Acadience Reading Composite Score: 330 TRC Reading Level: O
Curriculum Associates iReady	Proficiency scores/levels BOY: 513	Proficiency scores/levels MOY: 529	Proficiency scores/levels EOY: 537
Istation	ISIP ER Proficiency Score: 247 Lexile: 540L	ISIP ER Proficiency Score: 254 Lexile: 655L	ISIP ER Proficiency Score: 258 Lexile: 725L
NWEA MAP Growth and Reading Fluency	MAP Growth RIT score: 178 MAP Reading Fluency Oral Reading Fluency: 59 SWCPM Lexile: 120L-270L	MAP Growth RIT score: 185 MAP Reading Fluency Oral Reading Fluency: 79 SWCPM Lexile: 265L-415L	MAP Growth RIT score: 207 MAP Reading Fluency Oral Reading Fluency: 91 SWCPM Lexile: 725L and above
Renaissance Learning STAR Early Reading and STAR Reading	45 th Percentile Rank Lexile: 320L	45 th Percentile Rank Lexile: 395L	537 Scale Score Lexile: 725L

***§ 115C-83.11. Continued support for students demonstrating reading proficiency and appropriate reading development.**

- (a) Parents or guardians of a student demonstrating reading proficiency appropriate for a third grade student as provided under G.S. 115C-83.7 or a first or second grade student demonstrating appropriate developmental abilities in reading comprehension may choose to enroll the student in the reading camp as defined in G.S. 115C-83.3(4a) but may be charged an attendance fee. Local boards of education may establish a fee amount to be equal to the per student program cost of participating in the reading camp, not to exceed eight hundred twenty-five dollars (\$825.00).
- (b) Priority enrollment in the reading camp is for (i) third grade students not demonstrating reading proficiency as provided under G.S. 115C-83.8 and (ii) first and second grade students demonstrate one or more deficits in critical reading skills as identified through assessments administered G.S. 115C-83.6. Local boards of education shall establish application procedures and enrollment priorities for reading camps for students demonstrating reading proficiency. (2014-5, s. 8; 2015-241, s.

SAMPLE LETTER

Dear Parent/Guardian:

Your child has just completed one-half of the school year! During the first half of the school year the teacher provided literacy instruction to help your child become a reader. As a part of instruction, the teacher conducts regular check-ins to see how your child is progressing in the skills that lead to being a proficient reader.

At this point in the school year, your child is still working toward a goal of reading proficiently for his/her grade level by the end of the year. Currently, your child demonstrates one or more deficits in critical reading skills on the state approved assessment. We will be offering a reading camp over the summer and we encourage you to take advantage of this opportunity and send your child to reading camp for free. Transportation to and from the camp and meals (breakfast and lunch) are included at no charge.

Currently, your child's Overall Reading Ability Score is:

Principal Signature

Child's Name

☐ I am interested in my child attending reading camp.

☐ I am not interested in my child attending reading camp.

Parent Signature

This form does not obligate you to a final decision about reading camp.

SAMPLE LETTER

Dear Parent/Guardian,

_____ Schools is providing Reading Camp free to any first or second grade student who has demonstrated one or more deficits in critical reading skills.

We are excited to invite your child to attend a free Reading Camp for first and second graders. The camp is an opportunity for your child to receive individualized support in the areas of reading that have prohibited him/her from reading at grade level.

Students will attend camp _____. *Breakfast and lunch will be provided daily at no cost to you or your student. Transportation to and from camp will also be provided.*

Reading Camp Information

Location _____

Time _____

Dates _____

Please detach, complete, and return to your child's teacher so that we can plan for his/her attendance.

_____ **My child will attend the free Reading Camp**

_____ My child will need bus transportation. Please write address for Pick Up/ Drop Off below:

_____ My child will not need bus transportation. They will arrive by _____ car or _____ walk.

_____ **My child will NOT be attending the free Reading Camp.**

Student Name _____

Grade/School _____

Parent Signature & Phone Number _____

SAMPLE LETTER

Dear Parent/Guardian,

_____ Schools is providing Reading Camp to any first or second grade student who has demonstrated reading comprehension below grade level. We are excited to invite your child to attend a free Reading Camp for first and second graders. The camp is an opportunity for your child to receive individualized support in the areas of reading that have prohibited him/her from reading at grade level.

Students will attend camp_____.

Breakfast and lunch will be provided daily at no cost to the student. Transportation will also be provided.

Reading Camp Information

Location

Time

Dates

Please detach, complete, and return to your child's teacher so that we can plan for his/her attendance.

_____ **My child will attend the free Reading Camp**

_____ My child will need bus transportation. Please write address for Pick Up/ Drop Off below:

_____ My child will not need bus transportation. They will arrive by _____ car or _____ walk.

_____ **My child will NOT be attending the free Reading Camp.**

Student Name _____

Grade/School _____

Parent Signature & Phone Number _____

Component Four: Elimination of Social Promotion
§ 115C-83.7

Legislative Component	<p>Elimination of Social Promotion:</p> <ul style="list-style-type: none"> • Retention in third grade if the student fails to demonstrate proficiency on reading EOG • Good Cause exemptions provided for LEP students, students with disabilities with IEPs, students who demonstrate proficiency on an alternate assessment, students who demonstrate proficiency on the portfolio process, students who have been retained more than once in K-3 • Superintendent shall determine good cause exemptions • Principal makes initial determination of promotion and sends in writing to superintendent 			
Responsibilities of Stakeholders	<p>State:</p> <ul style="list-style-type: none"> • Provide Reading EOG forms aligned to the ELA Standards • Provide the RtA alternative assessment list with cut scores • Provide template for documentation of good cause exemptions and procedural guidelines for recommendation of promotion • Provide training on the RtA portfolio and how it should be used in the formative assessment process • Provide professional development for LEA contacts, administrators, and teachers on the science of reading and instructional strategies aligned to evidence-based best practices 	<p>LEA:</p> <ul style="list-style-type: none"> • Determine which students fail to demonstrate proficiency on third grade EOG and readminister a different form of the EOG and/or alternative test to those identified students • Determine which of these students qualify for good cause exemptions • Accept or reject principal recommendations in writing • Support schools with district-wide emphasis and training on the science of reading and instructional strategies aligned to evidence-based best practices • Identify trends in data and support schools that have large numbers of students identified with reading deficiencies • Provide guidance on scheduling uninterrupted blocks of reading instruction and intervention 	<p>School:</p> <ul style="list-style-type: none"> • Review documentation, determine promotion, and send written recommendation to the superintendent for final determination (principal) • Support teachers by providing professional development on the science of reading and instructional strategies aligned to evidence-based best practices • Schedule uninterrupted blocks of reading instruction and intervention • Schedule time for collaboration 	<p>Teachers:</p> <ul style="list-style-type: none"> • Provide instructional supports, services, and interventions that address student specific areas of need • Maintain RtA portfolio on identified students • Submit documentation of good cause exemption to principal (For example: student's IEP, alternative assessment results, RtA reading portfolio, etc.) • Follow IEPs (when applicable)

Component Five: Successful Reading Development for Retained Students
§ 115C-83.8

Legislative Component	<p>Successful reading development for retained students.</p> <ul style="list-style-type: none"> • Students not demonstrating proficiency shall be encouraged to enroll in a reading camp prior to being retained • Students not demonstrating proficiency shall be provided with a selected teacher based on demonstrated student outcomes in reading proficiency and placed in an accelerated reading class or a transitional third and fourth grade class as appropriate. • The SBE shall establish a mid-year promotion policy for any student retained who, by November 1, demonstrates reading proficiency • Parents or guardians of students who have been retained twice shall be offered supplemental tutoring outside the instructional day 			
Responsibilities of Stakeholders	<p>State:</p> <ul style="list-style-type: none"> • Develop frameworks for reading camps • Provide suggestions for scheduling and instructional practices to be utilized in accelerated and third/fourth transitional classes • Provide professional development for PSU school administrators and teachers on the 90 minute literacy block best practices • Provide collaboration opportunities for district stakeholders to share reading camp best practices • Collect and analyze data to determine best instructional practices for reading camp 	<p>LEA:</p> <ul style="list-style-type: none"> • Provide reading camps for non-proficient third graders • Establish reading camp guidelines • Establish guidelines for offering a third grade accelerated reading class, and/or a third/fourth transitional class, including 90 minutes of daily, uninterrupted evidence-based reading instruction taught by a teacher with demonstrated student outcomes in reading • Provide guidance on scheduling intervention • Offer supplemental tutoring outside the instructional day to students who have been retained more than once under this law (twice retained students) 	<p>School:</p> <ul style="list-style-type: none"> • Establish a third grade accelerated reading class, and/or a third/fourth transitional class, including 90 minutes of daily, uninterrupted evidence-based reading instruction taught by a teacher with demonstrated student outcomes in reading based on LEA guidelines • Schedule uninterrupted blocks of reading instruction and intervention • Determine teachers to be assigned to the non-proficient students based on demonstrated outcomes in reading proficiency • Develop school schedules to include required 90-minute blocks of uninterrupted reading instruction for identified students 	<p>Teachers:</p> <ul style="list-style-type: none"> • Provide 90 minutes of daily uninterrupted reading instruction for non-proficient students • Provide interventions that address student specific areas of need • Maintain RtA reading portfolio (if applicable) for retained reading students

POLICY MANUAL

Policy Identification

Priority: Globally Competitive Students

Category: Kindergarten/Early Childhood

Policy ID Number: KNEC-002

Policy Title: State-Wide Implementation of Formative and Diagnostic Reading Assessments in Grades K-3

Current Policy Date: 08/02/2012

Other Historical Information:

Statutory Reference: GCS 115C-174.11(a)

Administrative Procedures Act (APA) Reference Number and Category:

STATE-WIDE IMPLEMENTATION OF FORMATIVE AND DIAGNOSTIC READING ASSESSMENTS IN GRADES K-3

1. Pursuant to the provisions of G.S. 115C-174.11(a), the State Board of Education shall provide to all local school districts a valid, reliable, formative and diagnostic reading assessment for kindergarten, first, second and third grade, effective with the 2013-2014 school year.
2. The State Board of Education shall adopt and provide to the local school districts developmentally appropriate individualized assessment instruments consistent with the Basic Education Program.
3. Each local school district shall use a State Board of Education-approved formative and diagnostic assessment system for reading in grades K-3.
4. All components of the State Board of Education-approved formative and diagnostic assessment system shall be used to assess students in grades K-3 during benchmarking and progress monitoring.
5. Local school administrative units shall use the assessment instruments provided to them by the State Board for kindergarten, first, second, and third grade students to assess progress, diagnose difficulties, and inform instruction and remediation needs.
6. Benchmark assessments shall be given three times a year: Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY). Teachers should use data to determine the frequency of Progress Monitoring for individual students.
7. Teachers and administrators shall analyze assessment data results and adjust instructional practices and schedules to meet the individual needs of students.
8. School administrators shall review school-wide data, classroom summary data, and student data during benchmarking and progress monitoring periods for the purpose of providing instructional leadership in the school with regards to scheduling and professional development opportunities.
9. District administrators shall analyze district data to ensure fidelity of implementation and identify trends within the district and in individual schools.
10. End of Year (EOY) individualized student summary reports shall be placed in cumulative records at the end of each year in grades K-3.
11. After each benchmark period, the school shall provide the parent of each individual K-3 student with program-generated written notification of the student's progress, including:
 - assessment results,
 - whether the student may not reach reading proficiency by the end of the third grade, and
 - instructional support activities for use at home.
12. The Department of Public Instruction shall support the implementation of the State Board of Education- approved formative and diagnostic assessment systems and report to the State Board of Education in August of each year the state-wide fidelity of implementation and growth reports.

Component Six: Notification Requirements to Parents and Guardians
§ 115C-83.9

Legislative Component	<p>Notification requirements to parents and guardians:</p> <ul style="list-style-type: none"> ● Parents or guardians shall be notified in writing that the student shall be retained if the student is not demonstrating reading proficiency by the end of third grade ● Parents or guardians of any student who is to be retained shall be notified in writing of the reason the student is not eligible for a good cause exemption ● Parents or guardians of retained reading students shall receive at least monthly written reports on student progress toward reading proficiency ● Teachers and principals shall provide opportunities to discuss the notifications with parents and guardians 			
Responsibilities of Stakeholders	<p>State:</p> <ul style="list-style-type: none"> ● Provide examples of suggested templates as guidance for notification letters for parents and guardians ● Ensure data and strategies from the formative and diagnostic reading assessments are available to share with parents 	<p>LEA:</p> <ul style="list-style-type: none"> ● Develop a consistent district-wide communication plan for all schools to follow for notification of reading proficiency to parents and guardians ● Track student progress toward reading proficiency beginning in kindergarten ● Provide written notification to parents and/or guardians when a kindergarten, first, second, or third grade student is demonstrating difficulty with reading proficiency 	<p>School:</p> <ul style="list-style-type: none"> ● Notify parents in writing about retention, good cause exemptions, and progress toward reading proficiency ● Principals and teachers will meet with parents and guardians as needed to discuss their student's reading development 	<p>Teachers:</p> <ul style="list-style-type: none"> ● Meet with parents and guardians as needed to discuss notifications ● Document reading proficiency levels on each individual student ● Provide resources for parents to support and reinforce reading development at home ● Send monthly notices to parents/guardians for students retained under this law

Notification Guidelines

- 1) Parents/guardians of K, 1st, 2nd, and 3rd grade students shall receive written notification when a student is demonstrating difficulty with reading development and is not meeting grade level expectations.
- 2) Third grade parents/guardians shall be notified in writing, in a timely manner, that the student shall be retained (unless they qualify for good cause exemption) if the student does not demonstrate reading proficiency by the end of third grade.
- 3) Written notification must be provided to parents/guardians of any student who is retained as to the reason why that student does NOT qualify for a good cause exemption and this notification shall include a description of proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiencies.
- 4) Students who are non-proficient shall receive monthly written reports on student progress toward reading proficiency. This can include an evaluation of classroom work, observations, tests, assessments, progress monitoring and benchmark results, and other relevant information.
- 5) Teachers and principals shall provide opportunities, including, but not limited to, information sessions to discuss all of the above written notifications.

NOTE: The following pages contain sample notification templates that districts/schools may use in the notification process. These forms are NOT state-mandated forms, but the notification process outlined above must be followed.

SAMPLE: Notification — Grades K-3

Date:

Student:

Grade Level:

This is to notify you that your student:

- ☐ is demonstrating difficulty with reading development
- ☐ is not demonstrating reading proficiency
- ☐ is being considered for grade retention

The following reading interventions are in place for your student:

- ☐ uninterrupted reading instruction
- ☐ additional intervention time dedicated to reading instruction
- ☐ differentiated reading instruction based on your student's individual assessment results
- ☐ additional instructional reading time with another qualified educator
- ☐ (name of instructor) reading instruction outside of regular classroom hours
- ☐ other _____

Listed below are times we can discuss your student's reading progress:

Please contact me by email or note to let me know when you would be available to discuss your student's reading progress and achievement.

SAMPLE: Notification of Retention — Grade 3

Date:

Student:

Grade Level:

This is to notify you that your student did not demonstrate reading proficiency for third grade as measured by the:

NAME OF TEST	DATE	SCORE LEVEL
NC EOG		
NC EOG retake		
NC Read to Achieve Test		

Your student DOES NOT qualify for a Good Cause Exemption listed below:

- 1) Limited English Proficient students with less than two school years of instruction in an English as a Second Language program.
- 2) Students with disabilities, as defined in G.S. 115C-106.3(1), and whose individualized education program indicates (i) the use of the NCEXTEND1 alternate assessment, (ii) at least a two school year delay in educational performance, or (iii) receipt of intensive reading interventions for at least two school years.
- 3) Students who demonstrate reading proficiency appropriate for third grade students on an alternative assessment approved by the State Board of Education.
- 4) Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third grade students. Student reading portfolio and review processes used by local school administrative units shall be approved by the State Board of Education.
- 5) Students who have (i) received reading intervention and (ii) previously been retained more than once in kindergarten, first, second, or third grades.

To help your child learn to read and promote to the fourth grade, your student is encouraged to attend a free reading camp. The details of the reading camp are attached, and meals and transportation will be provided free of charge.

At the end of the reading camp, your student will have the opportunity to show proficiency in reading by:
Submitting a completed reading portfolio OR Achieving proficiency on an alternative assessment.

If you wish to discuss this notice in person, please email, send a note, or call the school by
to arrange a conference.

(Superintendent of Schools)

Component Seven: North Carolina Read to Achieve Accountability Measures
§ 115C-83.10

Legislative Component	Accountability measures: <ul style="list-style-type: none"> ● Local boards of education shall annually publish to a website and provide a report in writing to the SBE on the progress of reading proficiency ● Local school boards shall report in writing to the SBE a description of all interventions provided to retained students and report the number of first and second grade students attending a reading camp ● The SBE shall establish a uniform format for reporting and shall compile the local reports for a report to the Governor, Senate, House, and Joint Legislative Education Oversight Committee ● The SBE shall provide technical assistance to LEAs and schools in the implementation of all parts of the NC Read to Achieve Program 			
Responsibilities of Stakeholders	State: <ul style="list-style-type: none"> ● Provide technical assistance and aid in reporting of data ● Update new reporting format and templates ● Write and submit an annual report to stakeholders 	LEA: <ul style="list-style-type: none"> ● Maintain a website for reporting required information to stakeholders ● Provide written reports (see the next page) to the SBE by the established date ● Provide descriptions of all reading interventions provided to non- proficient students 	School: <ul style="list-style-type: none"> ● Track student information related to demonstration of reading proficiency and non-proficiency ● Provide descriptions of all reading interventions provided to non-proficient students 	Teachers: <ul style="list-style-type: none"> ● Provide reading interventions to students ● Document and maintain lesson plans outlining reading interventions used in the classroom

North Carolina Read to Achieve Annual Reporting Requirements

<p>PSUs shall publish annually on their website and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:</p>	<ul style="list-style-type: none"> ● Number and percentage of third-grade students demonstrating and not demonstrating reading proficiency on the State-approved standardized test of reading comprehension ● Number and percentage of third-grade students who take and pass an alternative test of reading comprehension and the name of each alternative assessment used for this purpose with the number of students who passed it ● Number and percentage of third-grade students retained for not demonstrating reading proficiency ● Number and percentage of third-grade students exempt from mandatory retention by good cause exemptions ● Number and percentage of first grade students demonstrating and not demonstrating reading comprehension at grade level ● Number and percentage of second grade students demonstrating and not demonstrating reading comprehension at grade level ● Number and percentage of students in each grade level eligible for priority enrollment in reading camp (third grade students not demonstrating proficiency and first and second graders demonstrating reading comprehension below grade level) and the number and percentage of those students who attend reading camp
<p>Report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:</p>	<ul style="list-style-type: none"> ● Description of reading interventions provided to students who have been retained under this law (reading retained) ● The number of first and second grade students attending a reading camp offered by the local board ● For each reading camp teacher, the following: the license area or areas, years of licensed teaching experience, grade level assignment, and any other specific subject-area assignments of each teacher providing instruction at a reading camp ● Number and percentage of teachers providing instruction at a reading camp who were paid a reading performance bonus during the school year immediately preceding reading camp and the grade level on which the bonus was based
<p>Report the following in writing to the State Board of Education by November 15 of each year for the prior school year:</p>	<ul style="list-style-type: none"> ● Number and percentage of third grade students who did not demonstrate proficiency upon entering reading camp and who became proficient after completing reading camp ● Number and percentage of first and second grade students who demonstrated reading comprehension below grade level upon entering reading camp and who demonstrated reading comprehension at or above grade level after completing reading camp

Article 8 Part 1A. North Carolina Read to Achieve Program

Part 1A. North Carolina Read to Achieve Program.

§ 115C-83.1. State goal.

The goal of the State is to ensure that every student reads at or above grade level by the end of third grade and continues to progress in reading proficiency so that he or she can read, comprehend, integrate, and apply complex texts needed for secondary education and career success. (2012-142, s. 7A.1(b).)

§ 115C-83.2. Purposes.

(a) The purposes of this Part are to ensure that (i) difficulty with reading development is identified as early as possible; (ii) students receive appropriate instructional and support services to address difficulty with reading development and to remediate reading deficiencies; and (iii) each student and his or her parent or guardian be continuously informed of the student's academic needs and progress.

(b) In addition to the purposes listed in subsection (a) of this section, the purpose of this Part is to determine that progression from one grade to another be based, in part, upon proficiency in reading. (2012-142, s. 7A.1(b).)

§ 115C-83.3. Definitions.

The following definitions apply in this Part:

- (1) "Accelerated reading class" means a class where focused instructional supports and services are provided to increase a student's reading level at least two grades in one school year.
- (2) "Alternative assessment" means a valid and reliable standardized assessment of reading comprehension, approved by the State Board of Education, that is not the same test as the State-approved standardized test of reading comprehension administered to third grade students. The State Board of Education shall (i) provide several valid and reliable alternative assessments to local school administrative units upon request, (ii) approve valid and reliable alternative assessments submitted by local school administrative units, and (iii) establish achievement level ranges for each approved alternative assessment. The State Board of Education shall annually review all alternative assessments to ensure ongoing relevance, validity, and reliability.
- (3) "Difficulty with reading development" means not demonstrating appropriate developmental abilities in any of the major reading areas, including, but not limited to, oral language, phonological or phonemic awareness, vocabulary, fluency, or comprehension, according to observation-based, diagnostic, or formative assessments.
- (4) "Instructional supports and services" mean intentional strategies used with a majority of students to facilitate reading development and remediate emerging difficulty with reading development. Instructional supports and services include, but are not limited to, small group instruction, reduced teacher-student ratios, frequent progress monitoring, and extended learning time.
- (4a) "Reading camp" means an additional educational program outside of the instructional calendar provided by the local school administrative unit to (i) any third grade student who does not demonstrate reading proficiency and (ii) any first or second grade student who demonstrates reading comprehension below grade level as identified through administration of formative and diagnostic assessments in accordance with G.S. 115C-83.6. Parents or guardians of the student not demonstrating reading proficiency or demonstrating reading comprehension below grade level shall make the final decision regarding the student's reading camp attendance. Reading camps shall (i) offer at least 72 hours of reading instruction to yield positive reading outcomes for participants; (ii) be taught by compensated, licensed teachers selected based on demonstrated student outcomes in reading proficiency or in improvement of difficulties with reading development; and (iii) allow volunteer mentors to read with students at times other than during the 72 hours of reading instruction. The 72 hours of reading instruction shall be provided over no less than three weeks for students in schools using calendars other than year-round calendars.

- (5) "Reading deficiency" means not reading at the third grade level by the end of the student's third grade year, demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students.
- (6) "Reading interventions" mean evidence-based strategies frequently used to remediate reading deficiencies and include, but are not limited to, individual instruction, tutoring, or mentoring that target specific reading skills and abilities.
- (7) "Reading proficiency" means reading at or above the third grade level by the end of a student's third grade year, demonstrated by the results of the State-approved standardized test of reading comprehension administered to third grade students.
- (8) "Student reading portfolio" means a compilation of independently produced student work selected by the student's teacher, beginning during the first half of the school year, and signed by the teacher and principal, as an accurate picture of the student's reading ability. The student reading portfolio shall include an organized collection of evidence of the student's mastery of the State's reading standards that are assessed by the State-approved standardized test of reading comprehension administered to third grade students. A single piece of evidence may show mastery of up to two standards. For each benchmark, there shall be three examples of student work demonstrating mastery by a grade of seventy percent (70%) or above.
- (9) Recodified as subdivision (4a).
- (10) "Transitional third and fourth class combination" means a classroom specifically designed to produce learning gains sufficient to meet fourth grade performance standards while continuing to remediate areas of reading deficiency. (2012-142, s. 7A.1(b); 2014-5, ss. 1—3; 2015-241, s. 8.48(a).)

§ 115C-83.4. Comprehensive plan for reading achievement.

(a) The State Board of Education shall develop, implement, and continuously evaluate a comprehensive plan to improve reading achievement in the public schools. The plan shall be based on reading instructional practices with strong evidence of effectiveness in current empirical research in reading development. The plan shall be developed with the active involvement of teachers, college and university educators, parents and guardians of students, and other interested parties. The plan shall, when appropriate to reflect research, include revision of the standard course of study or other curricular standards, revision of teacher licensure and renewal standards, and revision of teacher education program standards.

(b) The State Board of Education shall report biennially to the Joint Legislative Education Oversight Committee by October 15 of each even-numbered year on implementation, evaluation, and revisions to the comprehensive plan for reading achievement and shall include recommendations for legislative changes to enable implementation of current empirical research in reading development. (2012-142, s. 7A.1(b); 2014-115, s. 80.)

§ 115C-83.4A: Recodified as G.S. 115C-174.26 in Part 5 of Article 10A of Chapter 115C, effective June 10, 2014.

§ 115C-83.5. Developmental screening and kindergarten entry assessment.

(a) The State Board of Education shall ensure that every student entering kindergarten shall be administered a developmental screening of early language, literacy, and math skills within 30 days of enrollment.

(b) The State Board of Education shall ensure that every student entering kindergarten shall complete a kindergarten entry assessment within 60 days of enrollment.

(c) The developmental screening instrument may be composed of subsections of the kindergarten entry assessment. The kindergarten entry assessment shall (i) address the five essential domains of school readiness: language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development and (ii) yield both qualitative and quantitative data in each of these domains. Data obtained through administration of the kindergarten entry assessment shall be used to populate relevant fields in a longitudinal database. The language and literacy component as a formative and diagnostic reading assessment as provided in G.S. 115C-83.6.

(d) The kindergarten entry assessment shall be (i) administered at the classroom level in all local school administrative units; (ii) aligned to North Carolina's early learning and development standards and to the standard course of study; and (iii) reliable, valid, and appropriate for use with all children, including those with disabilities and those who are English language learners.

(e) The results of the developmental screening and the kindergarten entry assessment shall be used to inform the following:

- (1) The status of children's learning at kindergarten entry.
- (2) Instruction of each child.
- (3) Efforts to reduce the achievement gap at kindergarten entry.
- (4) Continuous improvement of the early childhood system. (2012-142, s. 7A.1(b); 2014-5, s. 4.)

§ 115C-83.6. Facilitating early grade reading proficiency.

(a) Kindergarten, first, second, and third grade students shall be assessed with valid, reliable, formative, and diagnostic reading assessments made available to local school administrative units by the State Board of Education pursuant to G.S. 115C-174.11(a). Difficulty with reading development identified through administration of formative and diagnostic assessments shall be addressed with instructional supports and services. Parents or guardians of first and second

grade students demonstrating reading comprehension below grade level as identified through assessments administered pursuant to this subsection shall be encouraged to enroll their student in a reading camp provided by the local school administrative unit. Parents or guardians of a student identified as demonstrating reading comprehension below grade level as identified through assessments administered pursuant to this subsection shall be encouraged to enroll their student in a reading camp provided by the local school administrative unit. Parents or guardians of a student identified as demonstrating reading comprehension below grade level shall make the final decision regarding a student's reading camp attendance.

(a1) To the greatest extent possible, kindergarten through third grade reading assessments shall yield data that can be used with the Education Value-Added Assessment System (EVAAS), or a compatible and comparable system approved by the State Board of Education, to analyze student data to identify root causes for difficulty with reading development and to determine actions to address them.

(b) Formative and diagnostic assessments and resultant instructional supports and services shall address oral language, phonological and phonemic awareness, phonics, vocabulary, fluency, and comprehension using developmentally appropriate practices.

(c) Local school administrative units are encouraged to partner with community organizations, businesses, and other groups to provide volunteers, mentors, or tutors to assist with the provision of instructional supports and services that enhance reading development and proficiency. (2012- 142, s. 7A.1(b); 2015-241, s. 8.48(b).)

§ 115C-83.7. Elimination of social promotion.

(a) The State Board of Education shall require that a student be retained in the third grade if the student fails to demonstrate reading proficiency appropriate for a third grade student, as demonstrated on a State-approved standardized test of reading comprehension administered to third grade students. The test may be readministered once prior to the end of the school year.

(b) Students may be exempt from mandatory retention in third grade for good cause, but shall continue to be eligible to participate in reading camps, receive instructional support and services and reading interventions appropriate for their age and reading level. Good cause exemptions shall be limited to the following:

- (1) Limited English Proficient students with less than two school years of instruction in an English as a Second Language program.
- (2) Students with disabilities, as defined in G.S. 115C-106.3(1), and whose individualized education program indicates (i) the use of the NCEXTEND1 alternate assessment, (ii) at least a two school year delay in educational performance, or (iii) receipt of intensive reading interventions for at least two school years.
- (3) Students who demonstrate reading proficiency appropriate for third grade students on an

alternative assessment approved by the State Board of Education.

- (4) Students who demonstrate, through a student reading portfolio, reading proficiency appropriate for third grade students. Student reading portfolio and review processes used by local school administrative units shall be approved by the State Board of Education.
- (5) Students who have (i) received reading intervention and (ii) previously been retained more than once in kindergarten, first, second, or third grades.

(c) The superintendent shall determine whether a student may be exempt from mandatory retention on the basis of a good cause exemption. The following steps shall be taken in making the determination:

- (1) The teacher of a student eligible for a good cause exemption shall submit documentation of the relevant exemption and evidence that promotion of the student is appropriate based on the student's academic record to the principal. Such evidence shall be limited to the student's individual education program, if applicable, alternative assessment, or student reading portfolio.
- (2) The principal shall review the documentation and make an initial determination whether the student should be promoted. If the principal determines the student should be promoted, the principal shall make a written recommendation of promotion to the superintendent for final determination. The superintendent's acceptance or rejection of the recommendation shall be in writing. (2012-142, s. 7A.1(b); 2014-5, s. 5; 2015-46, s. 2.)

§ 115C-83.8. Successful reading development for retained students.

(a) Parents or guardians of students not demonstrating reading proficiency shall be encouraged to enroll their student in a reading camp provided by the local school administrative unit. Parents or guardians of a student not demonstrating reading proficiency shall make the final decision regarding a student's reading camp attendance. Local school administrative units shall provide at least one opportunity for students not participating in a reading camp to demonstrate reading proficiency appropriate for third grade students on an alternative assessment or through a student reading portfolio process approved by the State Board of Education prior to retaining the student.

(b) Students retained under G.S. 115C-83.7(a) shall be provided with a teacher selected based on demonstrated student outcomes in reading proficiency and placed in an accelerated reading class or a transitional third and fourth grade class combination, as appropriate. Classroom instruction shall include at least 90 minutes of daily, uninterrupted, evidence-based reading instruction, not to include independent reading time, and other appropriate instructional supports and services and reading interventions.

(c) The State Board of Education shall establish a midyear promotion policy for any student retained under G.S. 115C-83.7(a) who, by November 1, demonstrates reading proficiency through administration of the alternative assessment of reading comprehension or student reading portfolio review. Principals shall use the provisions under G.S. 115C-288(a) to grade and classify students demonstrating reading proficiency after the November 1 midyear promotion deadline.

(d) Repealed by Session Laws 2013-360, s. 8.30, effective July 1, 2013.

(e) Parents or guardians of students who have been retained twice under the provisions of 115C-83.7(a) shall be offered supplemental tutoring for the retained student in evidence-based reading services outside the instructional day. (2012-142, s. 7A.1(b); 2013-360, s. 8.30; 2014-5, s. 6.)

§ 115C-83.9. Notification requirements to parents and guardians.

(a) Parents or guardians shall be notified in writing, and in a timely manner, that the student shall be retained, unless he or she is exempt from mandatory retention for good cause, if the student is not demonstrating reading proficiency by the end of third grade. Parents or guardians shall receive this notice when a kindergarten, first, second, or third grade student (i) is demonstrating difficulty with reading development; or (ii) is not reading at grade level.

(b) Parents or guardians of any student who is to be retained under the provisions of G.S. 115C-83.7(a) shall be notified in writing of the reason the student is not eligible for a good cause exemption as provided in G.S. 115C-83.7(b). Written notification shall also include a description of

proposed reading interventions that will be provided to the student to remediate identified areas of reading deficiency.

(c) Parents or guardians of students retained under G.S. 115C-83.7(a) shall receive at least monthly written reports on student progress toward reading proficiency. The evaluation of the student's progress shall be based upon the student's classroom work, observations, tests, assessments, and other relevant information.

(d) Teachers and principals shall provide opportunities, including, but not limited to, information sessions, to discuss with parents and guardians the notifications listed in this section. (2012-142, s. 7A.1(b); 2014-5, s. 7; 2015-46, s. 3.)

CLARIFY REPORTING REQUIREMENTS FOR READ TO ACHIEVE DATA

SECTION 7.24.(a) G.S. 115C 83.10 reads as rewritten:

§ 115C 83.10. Accountability measures.

(a) Each local board of education shall publish annually on a Web site maintained by that local school administrative unit and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:

- (1) The number and percentage of third grade students demonstrating and not demonstrating reading proficiency on the State-approved standardized test of reading comprehension administered to third grade students.
- (2) The number and percentage of third grade students who take and pass an alternative assessment of reading ~~comprehension~~ and the name of each alternative assessment used for this purpose with the number of students who passed it.
- (3) The number and percentage of third grade students retained for not demonstrating reading proficiency.
- (4) The number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in G.S. 115C-83.7(b).
- (5) The number and percentage of first grade students demonstrating and not demonstrating reading comprehension at grade level.
- (6) The number and percentage of second grade students demonstrating and not demonstrating reading comprehension at grade level.
- (7) For each grade level, the number and percentage of students eligible for priority enrollment in reading camp under G.S. 115C-83.11(b) and, for each grade level, the number and percentage of those students who attend reading camp.

(b) Each local board of education shall report annually in writing to the State Board of Education by September 1 of each year the following information on the prior school year:

- (1) ~~a~~ A description of all reading interventions provided to students who have been retained under G.S. 115C-83.7(a).
- (2) ~~The local board of education shall also include in the report the~~ The number of first and second grade students attending a reading camp offered by the local board.
- (3) The license area or areas, years of licensed teaching experience, grade level assignment, and any other specific subject-area assignments of each teacher providing instruction at a reading camp.
- (4) The number and percentage of teachers providing instruction at a reading camp who were paid a reading performance bonus during the school year immediately preceding the reading camp and the grade level on which the bonus was based.

(b1) Each local board of education shall report annually in writing to the State Board of Education by November 15 of each year, for the prior school year, (i) the number and percentage of third grade students who did not demonstrate proficiency upon entering reading camp and who became proficient after completing reading camp and (ii) for each grade level, the number and percentage of first and second grade students who demonstrated reading comprehension below grade level upon entering camp and who demonstrated reading comprehension at or above grade level after completing reading camp.

(c) The State Board of Education shall establish a uniform format for local boards of education to report the required information listed in subsections (a) and (b) of this section and shall provide the format to local boards of education no later than 90 day prior to the annual due date.

The State Board of Education shall compile annually this information and submit a State level summary to the Governor, the President Pro Tempore of the Senate, the Speaker of the House of Representatives, and the Joint Legislative Education Oversight Committee by December 15, 2016, and annually thereafter. The State level summary shall include, for each local school administrative unit, every component listed in subsections (a), (b), and (b1) of this section.

(d) The State Board of Education and the Department of Public Instruction shall provide technical assistance as needed to aid local school administrative units to implement all provisions of this Part.

(e) Local boards of education shall fully complete all information required by this section in the uniform format provided by the State Board."

SECTION 7.24.(b) G.S. 115C-83.6 reads as rewritten:

§ 115C-83.6. Facilitating early grade reading proficiency

(a1) Kindergarten through third grade reading assessments shall yield data that can be used with the Education Value-Added Assessment System (EVAAS) to analyze student data to identify root causes for difficulty with reading development and to determine actions to address them.

(a2) The Department of Public Instruction shall provide for EVAAS analysis all formative and diagnostic assessment data collected pursuant to this section or G.S. 115C-174.11 for kindergarten through third grade"

SECTION 7.24.(c) G.S. 115C-218.85(b)(4) reads as rewritten:

"(4) The charter school shall annually publish on the charter school's Website and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:

- a. The number and percentage of third grade students demonstrating and not demonstrating reading proficiency on the State-approved standardized test of reading comprehension administered to third grade students.
- b. The number and percentage of third grade students not demonstrating reading proficiency and who do not return to the charter school for the following school year.
- c. The number and percentage of third grade students who take and pass an alternative assessment of reading ~~comprehension~~ comprehension and the name of each alternative assessment used for this purpose with the number of students who passed it.
- d. The number and percentage of third grade students retained for not demonstrating reading proficiency.
- e. The number and percentage of third grade students exempt from mandatory third grade retention by category of exemption as listed in subdivision (2) of this subsection."

SECTION 7.24.(d) This section applies beginning with the 2018-2019 school year, and shall include the reporting of required data from the 2017-2018 school year.

§ 115C-83.11. Continued support for students demonstrating reading proficiency and appropriate reading development.

- (a) Parents or guardians of a student demonstrating reading proficiency appropriate for a third-grade student as provided under G.S. 115C-83.7 or a first or second grade student demonstrating appropriate developmental abilities in reading comprehension may choose to enroll the student in the reading camp as defined in G.S. 115C-83.3(4a) but may be charged an attendance fee. Local boards of education may establish a fee amount to be equal to the per student program cost of participating in the reading camp, not to exceed eight hundred twenty-five dollars (\$825.00).

- (b) Priority enrollment in the reading camp is for (i) third grade students not demonstrating reading proficiency as provided under G.S. 115C-83.8 and (ii) first and second grade students demonstrating reading comprehension below grade level under G.S. 115C-83.6. Local boards of education shall establish application procedures and enrollment priorities for reading camps for students demonstrating reading proficiency. (2014-5, s. 8; 2015-241, s. 8.48(d).)

§ 115C-83.12: Reserved for future codification purposes.

§ 115C-83.13: Reserved for future codification purposes.

§ 115C-83.14: Reserved for future codification purposes.

**North Carolina State Board of Education
POLICY MANUAL**

Policy Title: Read to Achieve Program

Policy Category: Kindergarten/Early Childhood (KNEC)

Policy ID: KNEC-003

Policy Date: 10/02/2014

Previous Policy Dates: 03/07/2013, 12/05/2013

Formerly GCS-J-003

- (a) Local education agencies (LEAs) shall enact third grade retention and promotion policies consistent with G.S. 115C-83.1, 83.3, and 83.7. A guidebook, North Carolina Read to Achieve, A Guide to Implementing House Bill 950/S.L. 2012-142 Section 7A, is available at <http://bit.ly/ncrta>
- (b) Pursuant to G.S. 115C-83.3(2) LEAs shall use the Read to Achieve test as the alternative assessment in connection with G.S. 115C-83.7, 83.8.
- (c) Pursuant to G.S. 115C-83.3(2), the State Board of Education (SBE) shall:
 - i. provide several valid and reliable alternative assessments to local school administrative units upon request,
 - ii. approve valid and reliable alternative assessments submitted by local school administrative units,
 - iii. establish achievement level ranges for each approved alternative assessment, and
 - iv. annually review all alternative assessments to ensure ongoing relevance, validity, and reliability. LEAs/charters may submit to the SBE alternative assessments for review by June 30th each school year.
- (d) To meet requirements in section (c) of this rule, the SBE shall annually publish a list of the approved alternative assessments. The alternative assessments on the approved list may be used by any LEA or charter school, at the LEA's/charter's expense.

History Note: Authority G.S. 115C-83.1, 83.3, 83.7 and 83.8

Eff. June 30, 2013